ADDITIONAL MEOCS DATA

Although the executive summary contains most of what you need to understand the results of your survey, we provide additional details that may help provide more background and a "finer grain" for your results. Additional statistical tables and charts that may be of interest to some people in your organization are described below and are available upon request.

STATISTICS FOR ITEMS AND SCALES. This section lists the summary results for each survey item. The statistics included are the mean, standard deviation, minimum, maximum, and N (or number of valid observations for that item). (See the sample below.) The survey items are identified by a prefix and item number of one to three digits. Use the item number to correlate the statistics with the actual statement in the survey questionnaire. For example, on the standard MEOCS, **MEOCS1** refers to the first item in the questionnaire, and **RAPS93** refers to the 93rd item. Only the climate rating items are included; those that are demographic items are summarized in one of the following sections. In addition to the individual items, factor scale scores are available for your report. Be careful if you are interpreting individual item scores. Unlike the factor scale scores, the scores on individual items don't always have a higher score as indicating a better condition. (Some items are worded in the positive direction and some in the negative for technical reasons.) Refer to the survey itself to see how each item is worded so you'll know how to interpret the statistical results. For example, a high score (greater disagreement) on an item such as ("I feel very little loyalty to this organization") **is good**, since the scale goes from *1 = totally agree* to *5 = totally disagree*. However, for an item such as ("For me, this organization is the best of all possible ways to serve my country"), a high score **is not good**.

Variable Label	Mean	Std Dev	Minimum	Maximum	N
RAPS93	2.59	1.50	1	5	41
RAPS94	4.12	1.15	1	5	42

SAMPLE ITEM STATISTICS

Descriptions of the statistics reported in this section are as follows:

1. **Mean**. The mean is just the arithmetic average of all the valid observations. (A valid observation is one for which the computer was able to read a response.) *When most people say "the average," the mean is what they are talking about.* It is calculated by adding up all the raw scores and dividing by the number of observations. It gives you a feel for how most people in the unit rated the item. Of course, you'll need to refer to the item itself to see what that means. A caution: We don't recommend putting too much stock in ratings of individual items. However, looking at single items may help give you hints as to why a scale score was low (or high). Again, please remember the individual

item scores will sometimes have a higher score as a worse condition. However, a computer program automatically adjusts factor scale scores so that they all read in the same direction, with higher scores being better.

2. **Standard Deviation (Std Dev).** The standard deviation is a measure of the variability (dispersion) in the scores. It indicates the relative degree of agreement among respondents regarding that item. The larger the standard deviation, the less the agreement among respondents. There is no absolute meaning to the number; it is interpreted relative to other scores. For example, there is much more agreement concerning an item with a standard deviation of .94 than for one with a standard deviation of 1.53. Most of the time, the survey items will have standard deviations between 1.00 and 1.50. Scale score standard deviations usually range between .70 and 1.10. Scale scores are less variable because they are composed of combinations of items, thus creating a more stable score. If you have scales or items that are on the high end of the standard deviation range, there is greater disagreement among your people regarding that issue.

3. **Minimum and Maximum.** These show the lowest and highest ratings for an item or scale. The range of ratings may be found by subtracting the minimum from the maximum. Once again, these numbers give you an idea of the diversity in responses.

4. **N.** This number shows how many valid observations (i.e., responses from your people) the computer was able to calculate for a particular item. On scale scores, the N will usually be smaller because the person must have responded to all items in the scale in order to get a scale score.

5. **Label.** This column is used for labeling the scales, and sometimes to label items used for research purposes. It is informational and usually left blank.

SUMMARY OF THE FACTOR (SCALE) SCORES. (see the sample table below) The factor scores are summarized overall, then by various subgroup breakdowns. In addition to the statistics discussed previously (mean, standard deviation, minimum, maximum, N), these tables include the mode, percentage of responses greater than 3 (> 3.00000), and percentage of responses less than 3 (< 3.00000). A brief explanation of each of the statistics follows:

1. **Mode.** The mode is simply the most frequent whole number response. It is the whole number rating given by the greatest number of respondents. Be careful not to assume that this represents the majority view. It is simply the *most frequent* whole number response. Sometimes only 25 or 30% of the respondents will rate the scale at the mode, especially in a unit with broad characteristics. The mode can sometimes help us understand what a "typical" score might be.

2. **Percentage of responses greater than 3 (> 3.00000), percentage of responses less than 3 (< 3.00000).** Since three is the midpoint of each scale, these two statistics tell how many people rated the scale above and below the midpoint. The larger the

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                SUMMARY OF FACTOR SCORES, BY GROUP

MINORITY       SEXUAL                        POSITIVE
   VS        HARASSMENT &    DIFFERENTIAL       EO
MAJORITY     DISCRIMINATION    CMD BEH       BEHAVIORS    RACISM/SEXISM
_____     _____  _____   _____    _____


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Mean              3.05            3.70          3.75          3.40
Mode              1.00            2.00          3.00          1.00
StdDev            2.76            1.41           .21          2.12
Minimum           1.10            2.70          3.60          1.90
Maximum           5.00            4.70          3.90          4.90
> 3.0000         50.0%           50.0%        100.0%         50.0%
< 3.0000         50.0%           50.0%          0.0          50.0%
N                    2               2             2             2

MINORITY

Mean              3.95            3.83          2.93          3.93
Mode              4.00            4.00          2.00          4.00
StdDev            1.05            1.14           .69           .74
Minimum           2.30            1.90          2.00          2.60
Maximum           5.00            5.00          3.90          4.50
> 3.0000         83.3%           71.4%         50.0%         85.7%
< 3.0000         16.7%           28.6%         50.0%         14.3%
N                    6               7             6             7

MAJORITY

Mean              3.62            4.50          4.22          4.18
Mode              3.00            4.00          4.00          4.00
StdDev             .90             .44           .46           .61
Minimum           1.90            3.70          3.00          2.80
Maximum           5.00            5.00          5.00          5.00
> 3.0000         68.8%          100.0%         96.9%         96.9%
< 3.0000         31.3%            0.0           0.0           3.1%
N                   32              33            32            32
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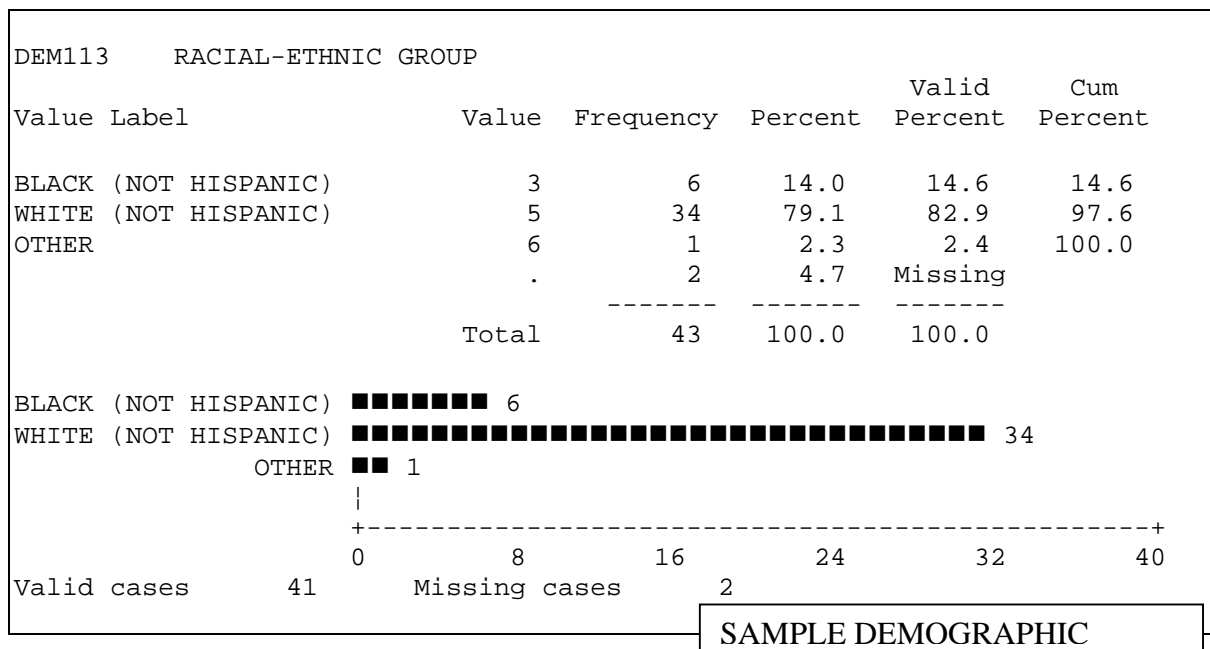
SAMPLE FACTOR SUMMARY

HIGHER IS BETTER.

percentage greater than 3, the better the climate; the larger the percentage less than 3, the worse the climate. If the two percentages don't add up to 100%, the remainder rated the scale at exactly 3.00. These numbers help you see whether most of the unit thought things were on the positive (greater than 3) or negative (less than 3) side.

The real advantage of the factor score summary tables is in comparing subgroups. In addition to the standard subgroup comparisons in the executive summary, we include tables comparing those who stated they have experienced discrimination to those who say they have not. In the factor summary tables, a period (.) is used to indicate missing cases (those that could not be identified for the subgroup comparisons because of missing demographic codes) in the particular comparison displayed in the table. These may be due to miscodings, stray marks on the answer sheet, or deliberate failure to report the demographic information needed to construct the comparison. Sometimes, the people who don't identify their status do so to better protect their anonymity. They may believe that they could be personally identified because of their demographic characteristics. Their responses can be particularly interesting, because they may be the people who'll give you the "bad news" without fear of adverse action against them. Usually, the number of missing cases is small and relatively inconsequential. If the missing cases approach 5-10% of the total cases, it may indicate a large number of your people are afraid to be demographically identified, possibly because they fear retribution for "telling it like it is."

FREQUENCIES OF DEMOGRAPHIC RESPONSES. These tables include both the frequency statistics and bar graphs representing the respondents' answers to the demographic questions. In the sample below, you can see the racial/ethnic breakout (survey item 113) of a small unit that took the MEOCS. The unit is composed of black and white persons, with one individual identified as "other." Also there were two individuals whose responses to this demographic item were either missing or uninterpretable. They are coded as missing cases, and they reduce the total number of cases from 43 to 41 valid cases (again, valid cases are those for which the computer was able to read a response on the answer sheet). In the chart, the labels for the various response categories are displayed on the left side. Next to the labels is a column marked "Value." This column shows the numerical value that was coded on the response sheet. The next column to the right is the "Frequency," and it shows how many people coded that value on their response sheet. In this unit, 6 people indicated they were black, but not of Hispanic origin. The "Percent" column shows the percentage of individuals coding a particular value, based on the **total** number of cases. In the sample, the 6 black individuals represent 14% of the 43 total survey respondents (i.e., 6/43 x 100% = 14%). The "Valid Percent," on the other hand, represents the percentage of individuals coding a specific value based on the number of **valid** cases. In the sample unit, there are 6 black individuals out of 41 valid cases, representing 14.6% of the valid responses (i.e., 6/41 x 100% = 14.6%). The "Cumulative Percent" simply adds the Valid Percents from all previous categories together. For example, the cumulative valid percentage of black and white respondents is 97.6% (i.e., [6+34]/41 x 100% = 97.6%). The bar graph below the statistics gives a quick visual comparison of the various response groups.

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DEM113     RACIAL-ETHNIC GROUP
                                            Valid      Cum
Value Label                  Value  Frequency  Percent  Percent  Percent

BLACK (NOT HISPANIC)             3        6      14.0     14.6     14.6
WHITE (NOT HISPANIC)             5       34      79.1     82.9     97.6
OTHER                            6        1       2.3      2.4    100.0
                                 .        2       4.7   Missing
                                       -------  -------  -------
                             Total       43     100.0    100.0


BLACK (NOT HISPANIC) ■■■■■■■■ 6
WHITE (NOT HISPANIC) ■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■ 34
            OTHER ■■ 1
                  ¦
                  +--------------------------------------------------+
                  0       8       16      24      32      40
Valid cases      41     Missing cases        2
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SAMPLE DEMOGRAPHIC

In addition to detailed information about the demographics of the respondents, this section of the survey has some other potentially useful information. Some items ask the respondents about their personal experiences with discrimination and in filing complaints through the military and civilian systems. These items may help you pinpoint some of the sources of discontent. Also provided is feedback about the respondents' experience with racial/ethnic diversity before and after joining the military. People who have friends of another race before they join the military are more likely to have friends of another race after joining. And people who have racially diverse friendships are less likely to act in discriminatory ways toward other races. If a unit has a high percentage of individuals without prior-service friendships with people of other races, the command may experience a higher than usual level of separatism. This works against cohesion and harmony, and may be reflected in relatively lower scores on the survey factors measuring desire for racial separatism and positive EO climate. In such cases, the command may wish to promote more occasions for positive interactions between the races.

APIE MODEL. The APIE model is an overall organizational development model that may help provide the "big picture" of how to assess and improve your organization. You may wish to examine this model for possible use in further assessing issues that have been highlighted in the survey results. We encourage the command to seek further information to help validate and explain the survey results. This provides a solid foundation for action and organizational development within the unit.

There are many models available for organizational assessment and development. The APIE model is one simple model coming from the organizational effectiveness (OE) and total quality management (TQM) circles. We like this model because it is simple, easy to remember, and process oriented. You may wish to incorporate APIE into your action program, based on the survey results.

The chart below depicts the model:
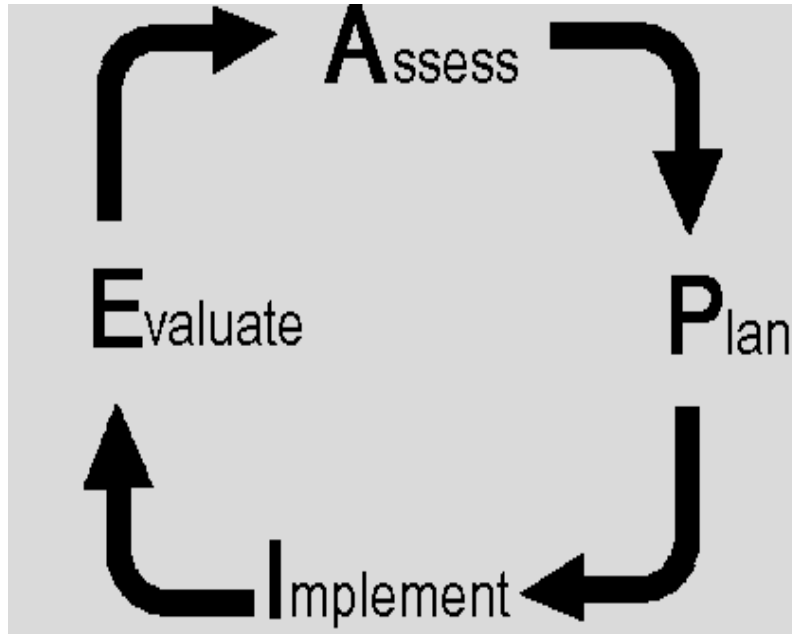
The process begins with **A**ssessment of an organizational process. The MEOCS is a tool that commanders may use as part of assessing human relations processes. Once organizational strengths and weaknesses are determined through the assessment, **P**lanning begins. In this phase, programs and actions are developed to build on strengths and overcome weaknesses. When the organizational plan is ready, the programs and actions are **I**mplemented. Finally, after sufficient time has passed, the programs and actions are **E**valuated to determine whether they are having the desired outcomes. The evaluation serves as a reassessment, and again, MEOCS may be used as part of the evaluation process. The evaluation may indicate need for modification, so the planning cycle starts again.

When employed on a continuous basis, the APIE model can serve as a useful tool for organizational improvement. It is general and may be applied to almost any organizational process, whether human-relations oriented or not.